**1st Quarter Independent Reading Assignment**

**English 8**

**Book Requirements:**

* Minimum 150 pages
* Approved by teacher (if it’s a book not found in the NMS Media Center)

**Assignment Details:**

1. Complete a detailed Story Map (attached)
2. Complete 3-paragraph Persuasive Writing Assignment:
   1. Introduction stating why you do OR do not recommend this book. (3-4 sentences minimum)
   2. 1 body paragraph stating two reasons WHY you do OR do not recommend this book.
      1. Begin with a topic sentence.
      2. Should contain a minimum of two specific examples/details to support for each example (1 reason + 2 examples; then another reason + 2 examples)
      3. Body paragraphs should contain a *minimum* of 5-7 sentences.
   3. Conclusion restating your recommendation (to read or not to read, that is the question ☺) and why. (3-4 sentences minimum)

**Grading/Points Possible:**

1. Story Map 20 Points (see below)
2. Persuasive Essay 24 Points (see back)

Total Q1 IRA Grade: = 44 points

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Story Map Rubric:**

**Points Possible: Criteria:**

A 20-18 All parts of the map are filled in. Exceptional effort and detail is demonstrated.

B 17-16 All parts of the map are filled in. Adequate effort and detail is provided.

More details could have been included, especially in the plot model area.

C 15-14 A few parts of the map may be missing. Average effort and detail is provided.

D 13-12 Several parts of the map may be missing. Insufficient effort and/or detail is provided.

Failing 11-below Many parts of the map are missing; little to no effort was made.

**8th Grade Quarter 1 Independent Reading Assignment**

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| CATEGORY | 4 –  Above Standards | 3 –  Meets Standards | 2 –  Approaching Standards | 1-0  Below Standards |
| Position Statement | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |
| Organization | Demonstrates effective organization with intro, body, and closing statement/summary | Demonstrates adequate organization with intro, body, and closing statement/summary | Demonstrates incomplete organization; may be missing an intro, body, or closing statement/summary | Demonstrates incomplete organization; missing intro, body, or closing statement/summary |
| Transitions | A variety of thoughtful transitions are used. (Three or more are used.) They clearly show how ideas are connected. | Transitions show how ideas are connected, but there is little variety. (At least three are used.) | Some transitions work well, but some connections between ideas are fuzzy. (Two are used.) | The transitions between ideas are unclear OR nonexistent. (One or less is used.) |
| Writing Conventions | Author makes none or 1 error in grammar, capitalization, punctuation or spelling that distract the reader from the content. | Author makes 2-4 errors in grammar, capitalization, punctuation or spelling that distract the reader from the content. | Author makes 5-7 errors in grammar, capitalization, punctuation or spelling that distract the reader from the content. | Author makes more than 7 errors in grammar, capitalization, punctuation or spelling that distract the reader from the content. |
| Sentence Structure | Uses a variety of sentence structures (simple, compound, complex). | Uses a variety of sentence structures (simple, compound, complex) most of the time. | Uses sentence structures that are repetitious. | Uses incomplete sentence structures or mostly simple sentences; disjointed or no paragraphs. |
| Comments: | | | | |

